

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Roger Knight

Official School Name: Butler Elementary School

School Mailing Address:  
125 College Street  
Butler, OH 44822-9675

County: Richland State School Code Number\*: 004390

Telephone: (419) 883-3451 Fax: (419) 883-3395

Web site/URL: www.clearfork.k12.oh.us E-mail: knightr@clearfork.k12.oh.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Dan Freund

District Name: Clear Fork Valley Local School District Tel: (419) 886-3855

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Gary Mathes

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 2        | Elementary schools  |
| 1        | Middle schools      |
|          | Junior high schools |
| 1        | High schools        |
|          | Other               |
| <b>4</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 7636

Average State Per Pupil Expenditure: 9623

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	21	27	48	8			0
1	28	26	54	9			0
2	22	25	47	10			0
3	35	25	60	11			0
4	22	35	57	12			0
5	36	30	66	Other			0
6			0				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>				332

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	334
(5)	Total transferred students in row (3) divided by total students in row (4).	0.090
(6)	Amount in row (5) multiplied by 100.	8.982

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 133

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 39

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>8</u>	<u>0</u>
Total number	<u>29</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	94%	94%	95%	94%	93%
Teacher turnover rate	0%	6%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

During the 2003-04, 2004-05, 2006-07, and 2007-08 school years we had a few teachers with extended absences due to maternity leave and/or sick leave. As a result, we had teacher attendance rates below 95%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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Butler Elementary School is one of two elementary schools in the Clearfork Local School System. Butler houses kindergarten through grade five. It is located approximately 70 miles northwest of Columbus, our capitol city. The school district covers 110 square miles with the population divided between the villages of Bellville and Butler. Many of our students come from low-income families. Forty-three percent of our students qualify for free or reduced breakfast and lunch. The building was built in three stages during the 1920's, 1940's, and 1950's. Great pride has been demonstrated by the community, staff, and Board of Education in maintaining a safe and attractive facility in which students can learn. In the last three years a new heating and ventilation system has been installed. Every classroom and common area have been tastefully painted by volunteers from both the community and the teaching staff. Most of this cost was covered through individual donations from members of the Butler community.

The instructional staff consists of veteran teachers who have set high expectations for themselves while focusing on teaching children how to learn. Our mission statement at Butler Elementary School reflects the belief that all children can and will learn as we respect the rights and responsibilities of each other. The staff has made a commitment toward excellence by having high expectations for all children for the mastery of skills in all academic areas, by providing a positive learning environment and ensuring that students complete all course objectives. Learning is everyone's responsibility and no one at Butler is allowed to prevent themselves or others from learning. We are truly a standards-based school that has aligned its curriculum to the outcomes required by the state of Ohio.

Butler Elementary has developed into a powerful learning community where the students are now discussing academic achievement and are reaping the personal rewards that come from daily classroom successes. Butler Elementary was rated excellent the past two years and effective three years ago. The school has received the State Superintendent of Instruction's coveted "School of Promise" award for the last two years for demonstrating high achievement in reading and mathematics for all groups of students, despite the fact that 40 percent of these students come from low-income backgrounds.

A significant strength of our program involves the collaborative efforts of our regular and special education teachers who serve identified students with either cognitive or specific learning disabilities. Three years ago Butler served 45 identified students, which represented 14% of our student body. Today we serve 12 students, or 4% of our student population. This has been accomplished because of our total commitment to fully including students in all grade level requirements while increasing intervention supports.

Early intervention ensures that our students have the literacy and mathematical understanding in place prior to entering the rigors of a full curriculum in the fourth grade. These early interventions include everyday, all day kindergarten, smaller class settings in the first and second grades for students needing intense instruction, Title 1 services, Reading Recovery, and AR Reading and Math. Once in fourth grade, students receive 60 minutes per day in each of the five core academic areas.

All students at Butler Elementary are expected to complete every assignment. In order to ensure that this becomes a reality, we have programs in place for students to eat their lunch while receiving assistance from the principal. There is also an after school math intervention program which is offered to all students in grades 3-5. It is directed by the principal and utilizes the resources of high school students as tutors. In the last three years, 95% percent of the students who participated in this program passed the state achievement test in math.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Four years ago Butler Elementary demonstrated dramatic gains in student achievement, as reported on the test results from the Ohio Achievement Tests. Our goal is to provide the maximum growth for each student every year. Our staff has a strong focus on the standards and teaching the format and language that is expected on the test. Through this focus Butler has continued to maintain high academic goals as well as high marks in student achievement.

Trends from the past five years show that Butler Elementary students continue to improve in all grade levels and content areas. These increases in student test scores are especially visible for those students who are economically disadvantaged and those students with disabilities

The student scores being referred to are the performance results of Butler Elementary students on the Ohio Achievement Test (OAT). The OAT scores students in five categories: limited, basic, proficient, accelerated, and advantaged. The state requires that 75% of the tested students must score proficient or higher on a given assessment in order for the school to earn a point toward their indicators on the state report card.

All third, fourth and fifth grade students at Butler Elementary School participate in the OATs. It is quite visible that for the past three years the economically disadvantaged students scored almost as high as, if not markedly higher than the general student body. Using the 2007-08 academic year as an example one can see the outstanding performance of the economically disadvantaged students. The students at or above accelerated were as follows:

Grade 3 math - 62% general student body 74% of economically disadvantaged  
Grade 3 reading - 65% general student body 78% of economically disadvantaged  
Grade 4 math - 47% general student body 65% of economically disadvantaged  
Grade 4 reading - 33% general student body 85% of economically disadvantaged  
Grade 5 math - 44% general student body 57% of economically disadvantaged  
Grade 5 reading - 21% general student body 89% of economically disadvantaged

Ohio also grades the school using a Performance Index Score that reflects the achievement of every student. This score is calculated using a weighted average of both the reading and math scores using the following categories. For example: limited (0.3), basic (0.6), proficient (1.0), accelerated (1.1), and advanced (1.2). The scale allows for a maximum score of 120. Butler Elementary School's Performance Index Scores were 98.3 in 2005-06, 101.5 in 2006-07 and 102.3 in 2007-08. These continually increasing scores demonstrate that each year more students are scoring in the accelerated or above category.

Along with these results, our building met Adequate Yearly Progress each of these years and met 10 out of 10 state indicators during the 2007-08 school year. For the past three years Butler has had improved state ratings as well. The building achieved an effective rating three years ago and has since achieved two excellent ratings. We are striving for the rating excellent with distinction.

The website where this information can be obtained from the Ohio Department of Education is [http://webapp2.ode.state.oh.us/reportcard/archives/RC\\_IRN.ASP?irn=049411](http://webapp2.ode.state.oh.us/reportcard/archives/RC_IRN.ASP?irn=049411).

## **2. Using Assessment Results:**

Before the beginning of each school year the instructional staff at Butler Elementary School meets to review the results of the Ohio Achievement Tests administered to all third, fourth, and fifth graders in the spring of the previous school year. From this data, decisions are made that determine instructional modifications, intervention needed, and how enrichment opportunities can be presented. Teachers are made aware of the composition of their classes to include not only test data, but which students have received intervention in previous grades including retention, Title I Reading, Reading Recovery, or have been identified as having a disability that interferes with learning.

During the first week of school the State of Ohio requires that the KRAL (Kindergarten Reading Readiness Assessment Literacy) test be administered to all entering kindergarten students as a diagnostic tool. (DIBELS) Dynamic Indicators of Early Literacy Skills is a tool used by our reading teachers to assess the developmental reading levels of our students in grades one and two. Classroom teachers continue to monitor student progress through the use of running records, diagnostic assessments, teacher created quizzes and tests, and by observation. Results from two standardized tests, Inview and Terra-Nova provide the information necessary to help determine qualification for our gifted-talented classes at grades four and five.

The formation of an intervention assistance team (IAT) is implemented when students are experiencing academic difficulties in the regular classroom. This team is composed of the classroom teacher, parents, principal and possibly others such as the psychologist or speech pathologist. The team meets to discuss possible interventions. Generally, the result of these meetings leads to Reponse to Intervention, a process of providing research-based interventions early in a child's academic career. If these are not effective, other interventions are attempted.

## **3. Communicating Assessment Results:**

The academic successes achieved by students at Butler Elementary is a reflection of the commitment to excellence expressed by students, parents, and the entire staff. Each student's progress is carefully monitored and discussed with parents at regular intervals. Two parent-teacher conferences are scheduled, one in November, the other in February. Four interim reports and four grade cards are produced so that parents are well aware of their child's academic and social progress throughout the year. Teachers communicate with parents by way of daily planners, newsletters, phone calls and by e-mail. The principal informs parents of upcoming events and provides information concerning test dates, suggestions for preparing their child for testing, and by sending the results of the tests with explanations.

Assessment reports from the State of Ohio are provided to parents. These reports include an introductory letter about the achievement tests their child has completed and includes bar graphs and performance data in the form of charts of the students' results. It is detailed and easy to comprehend. Parents are provided with copies of both the district and building report cards and are encouraged to visit us on the web at [www.clearfork.k12.oh.us](http://www.clearfork.k12.oh.us) or to visit the Ohio Department of Education's web site at [www.ode.state.oh.us](http://www.ode.state.oh.us) . Using Progressbook, parents in our district are able to monitor their child's daily progress in the classroom. On any given day they can view assignments that have been made and grades recorded for quizzes on tests.

#### **4. Sharing Success:**

The Butler Elementary staff has a collaborative relationship with colleagues within our school as well as within the district. Professional development opportunities are scheduled through our curriculum development committee (CMC) where all elementary teachers and, at times, middle school and high school teachers join together to share best educational practices that promote high achievement for each member of our learning community. Our district was featured on the Ohio Department of Education's web site this past year for the designs and presentation of a class titled "Algebra at all Levels." Teachers from all grade levels and in a variety of subject areas came together to learn how our kids view problem solving and how we, as teachers, can promote their talents across grade level and subject area lines. Our inservice programs rely heavily upon using our talented staff as presenters who are well received by their colleagues.

We have developed a close relationship with Ashland University, Ohio State University, and Mount Vernon Nazarene University as a center for training future teachers. Our building has had as many as ten college students at a time providing them with the opportunity to observe classrooms, prepare lessons, work with students and, in general, perform the tasks that are expected to be accomplished in a school setting.

The successful passage rate of our special education students has prompted interest from other schools. Our multiple-handicapped program will be featured in a training video statewide for the work being done with children having autism.

Through a cooperative effort with the gifted-talented coordinator, teachers and the Mid-Ohio Educational Service Center that supports our district, we have been able to develop an inclusionary math class in grades four and five that engages all students in higher level reasoning that has produced outstanding achievement scores. The methods employed are shared with other educators at inservices.

Opportunities to share with others have enabled us to build relationships within our educational community while strengthening our own practices.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

At Butler Elementary, the staff feels that reading success is essential to success in all other areas of the curriculum. For this reason, we have chosen to use the Fountas and Pinnell balanced literacy approach, which we feel allows us to effectively tailor instruction to meet student needs. Teachers use a variety of trade books from our well-stocked leveled book room to teach needed strategies and information to students in small and large group settings. We combine guided reading, shared reading, partner reading, silent reading, and nightly homework reading to ensure that students spend ample time during their day engaging in reading processes. Intervention is provided to struggling readers through the Title One and Reading Recovery programs. Additionally, we incorporate Buckle Down, Measure Up, and Storyworks into our teaching to help prepare students for the format of the Ohio Achievement Test.

Our language arts programming is structured in such a way that it blends seamlessly with our reading instruction. Students are taught essential skills through a variety of approaches including writing workshop, guided writing, journal writing, dictations, and daily oral language and editing activities. Mentor texts are often used as a basis for instruction and minilessons and then students are asked to demonstrate their new knowledge in a variety of formats. We also use OAT test preparation materials to help students familiarize themselves with the expectations of this test.

The math curriculum at Butler places an emphasis on all students learning their basic math facts. We strongly believe that it is difficult to teach higher-level mathematical concepts to students with a limited understanding of basic math. For this reason, our school principal holds a lunch study hall for students who need extra support in this area. Students from the high school in our district also provide after school support to Butler students who need it. The teachers in the primary grades use a multitude of manipulatives and hands-on activities in the teaching of math concepts. Our fourth and fifth grade students are also regularly challenged by our gifted teachers who present difficult lesson material to all students, including students with disabilities. These high expectations create a sense of pride and students continually strive to conquer ever-higher challenges. The Ohio Content Standards are met through the use of the Harcourt Math textbook series and a variety of teacher-created materials. OAT test preparation materials are also used.

Butler Elementary's science curriculum consists of non-fiction trade books, textbooks, and laboratory experiments. Foss kits are utilized in some grade levels as are National Geographic Monthly, Scholastic News, and the Buckle Down program. The primary teachers also have access to The Magic School bus DVD set, while the intermediate teachers often use Bill Nye the Science Guy DVDs to introduce and reinforce concepts.

The social studies program at Butler is also engaging for students. While the intermediate grades rely much on non-fiction trade books and Time for Kids, the primary grades use the Macmillan/McGraw-Hill big book series and Scholastic News. Students are also afforded the opportunity for a variety of field trips to museums and other historical monuments. Additionally, we arrange for guest speakers to share their knowledge with students whenever appropriate.

Visual and performing arts as well as physical education are significant components of the curriculum at Butler Elementary. All students receive instruction in these areas on a weekly basis, with physical education provided twice each week. The visual arts, music, and physical education teachers align their lessons with the state content standards while collaborating with other staff to incorporate the academic curriculum whenever possible. The talents of the students in these areas are highlighted annually through a variety of musical performances, the Spring Art show, and Field Day.

**2a. (Elementary Schools) Reading:**

This question is for elementary schools only

**2b. (Secondary Schools) English:**

**3. Additional Curriculum Area:**

Butler Elementary math instruction takes a proactive approach to ensure success for all students. With this success comes confidence, which is a most effective means of improving math skills. From the beginning, students are held responsible for their learning and accountable for their work. An assortment of hands-on activities and manipulatives are used at the earlier levels to clarify and strengthen understanding of number sense. Content is tightly aligned to the Ohio Academic Content Standards. Grades K-5 utilize the Harcourt math series, Mountain Math, Better Test Scores and the Buckle Down in the classroom. Accelerated Math is used in third grade as enrichment for students to move through a series of objectives at their own pace. At the fourth grade level it is used as a safety net to identify students in need of reteaching. Students use math vocabulary and master basic facts in order to attack math problems.

Beginning in first grade, students take weekly time-test to master addition, subtraction, multiplication and division facts. Success equals posted names on the Principal's Math Wall of Fame. Students needing extra practice attend a lunch study session in which multiplication card games, flashcards and practice sheets are utilized. The building principal supervises the work and encourages students. Our EDGE Coordinator works closely with the fourth and fifth grade staff presenting weekly activities to challenge higher-level thinking. This time is also used as "pull-out" to reinforce or re-teach information in small groups. This has become a critical point in intervention and allows for another opportunity to identify struggling students.

During January through March, a one-hour after school intervention is offered to all students. During these months, Butler students work on basic math facts and become familiar with the testing format of the Ohio Achievement Math test. In addition, any student receiving a low-test score stays after school with the principal and regular classroom teacher to go over notes and make corrections on tests. This ensures the student has mastered the concepts before moving on to another unit. This instruction ensures that all students at Butler Elementary experience a meaningful and successful education.

**4. Instructional Methods:**

Recognizing the diversity among students and adapting the design of lessons to meet individual learner needs is a primary goal of the Butler Elementary staff. Maximizing achievement for each student is accomplished through a variety of instructional methods based on students needs.

Fourth and fifth grades are departmentalized and teachers are able to develop their area of expertise. Students are exposed to a variety of teaching styles on a daily basis.

Butler embraces the inclusive approach in serving our special education students. Students with disabilities

remain in the regular classroom with appropriate supports.

Our gifted coordinator provides diverse and challenging activities during weekly math lessons in the fourth and fifth grades. All students are included in these presentations. Small group opportunities are also available for our gifted students emphasizing critical and creative thinking skills, in-depth independent studies and cooperative group projects.

Students at all grade levels experience a variety of instructional experiences. Programs such as Accelerated Reading and Accelerated Math are used at each grade level to allow students to master objectives at their own pace as well as provide immediate feedback. Teachers closely monitor student progress with appropriate interventions when needed. Smart boards are used in many classrooms to provide interactive learning experiences for students. Science lab sessions are incorporated a great deal in the fourth and fifth grades to provide hands on reinforcement of the concepts being taught in the classroom. Math manipulatives can be found in classrooms K-5. Curriculum based field trips are planned at each grade level to complement student studies.

Our district has provided staff with a series of training sessions on differentiated instruction. These sessions have enabled our teachers to adapt their lesson plans to accommodate our diverse population of learners. Butler staff members work as a team in assessing the needs of students, providing various forms of instruction and supplying additional services when necessary to ensure that every student is provided with the opportunity to develop to their fullest potential.

## **5. Professional Development:**

Clear Fork Valley Local Schools and Butler Elementary School consider professional development to be critical to ensuring that all students succeed. Believing that our teachers need to be actively engaged in this process, our district has invested time, energy, and financial resources to the development of inservice training that takes full advantage of the wealth of talent that exists on our staff. Through the process of designing Highly Qualified professional development topics, we were able to find very competent presenters, regardless of topics, who could relate with their peers on subjects of common interest. Some of these included differentiated instruction, literacy across the curriculum, and algebra at all levels. The last of these was designed and presented by two high school teachers in six sessions over the course of one academic year. Attendees were from all grade levels K-12 and cross over into all areas of the curriculum.

Each year the district Curriculum Management Committee (CMC) surveys the staff to determine subjects of current interest and need in order to design a program for the next school year.

Professional development continues to be centered on the implementation of the Academic Content Standards for all instruction in reading, language arts, math, science, social studies, and the fine arts. At the beginning of each year, the test data from achievement tests is thoroughly analyzed by the staff in order to map our goals for the new school year based upon strengths and weaknesses that have been revealed. Daily planning sessions and monthly staff meetings focus upon instructional issues, grade level collaborations, planning and data analysis to improve instruction and learning.

Through professional development Butler Elementary has continued to dramatically improve the test scores of our economically disadvantaged and special needs populations while significantly reducing the number of students who have been identified with disabilities. Our teachers believe that all students have the intelligence and talent to be successful in a structured learning environment. High standards have been set and our

students, teachers, and parents are responding.

## **6. School Leadership:**

The role of the principal as the educational leader of the building is to create and maintain a climate for learning that will perpetuate itself as a culture long after that individual has separated from the school. There exists such an environment at Butler Elementary School.

Leadership is not limited to the principal. Teachers at all grade levels have demonstrated ownership of what happens in their own classrooms, their grade level and the building. All teachers meet daily in grade level teams for the purpose of planning and sharing ideas that help to improve instructional practices. Being active contributors to this, proves they have influenced positive changes.

Both the teachers and principal have worked together in order to increase instructional time for all students. This goal was accomplished by eliminating daily announcements and by shortening the lunch period to thirty-five minutes. These actions alone have resulted in allowing each class period in grades four and five to be increased to sixty minutes.

Teachers have provided the leadership to ensure that all students are held accountable for the completion of assigned work. Students in grades three through five who have fallen behind eat their lunch and complete assignments with the principal in a room adjacent to the cafeteria. Those who receive a D or F on a major test stay after school to correct deficiencies in order to assure that understanding of all concepts results.

The leadership role at Butler Elementary is a shared responsibility between the teacher and administrator. The end result has been students understanding that they are the focus of our learning community.

## PART VI - PRIVATE SCHOOL ADDENDUM

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This section is for private schools only

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
<b>SCHOOL SCORES</b>					
At or above Proficient	89	96	85	77	
At or above Accelerated	62	51	38	28	
Number of students tested	55	57	55	57	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	0	1	
Percent of students alternatively assessed	2	2	0	2	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or above Proficient	87	91	77	61	
At or above Accelerated	74	78	58	57	
Number of students tested	23	23	26	23	
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or above Proficient	89	96	87	77	
At or above Accelerated	62	50	38	28	
Number of students tested	55	56	53	57	
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There were not 3rd grade math tests during the 2003-04 school year.

Subject: Reading

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
At or above Proficient	91	88	87	79	80
At or above Accelerated	65	67	65	46	59
Number of students tested	55	57	55	57	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	1	0
Percent of students alternatively assessed	2	2	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or above Proficient	87	78	85	78	68
At or above Accelerated	78	57	54	61	53
Number of students tested	23	23	26	23	19
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or above Proficient	91	88	87	79	80
At or above Accelerated	65	66	64	46	60
Number of students tested	55	56	53	57	55
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4

Test: Ohio Achievement

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
At or above Proficient	95	98	89	41	53
At or above Accelerated	47	49	60	9	2
Number of students tested	55	51	53	58	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	0	0
Percent of students alternatively assessed	5	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or above Proficient	85	100	89	22	36
At or above Accelerated	65	80	78	0	0
Number of students tested	20	25	18	27	28
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or above Proficient	94	98	89	41	53
At or above Accelerated	46	49	60	9	2
Number of students tested	54	51	53	58	60
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to the 2005-06 school year the state of Ohio administered the Ohio Proficiency Test rather than the Ohio Achievement Test. The verbage also was somewhat different. The state use the terms "At or above proficient": and "At advanced".

Subject: Reading

Grade: 4 Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
At or above Proficient	93	92	83	71	53
At or above Accelerated	33	53	30	22	0
Number of students tested	55	51	53	58	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	0	0
Percent of students alternatively assessed	5	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or above Proficient	90	88	72	59	39
At or above Accelerated	85	84	67	11	0
Number of students tested	20	25	18	27	28
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or above Proficient	93	92	83	71	53
At or above Accelerated	33	53	30	22	0
Number of students tested	54	51	53	58	60
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The fourth grade reading test for the 2003-2004 school year was the Ohio Proficiency Test.

Subject: Mathematics

Grade: 5 Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar		
<b>SCHOOL SCORES</b>					
At or above Proficient	92	88	67		
At or above Accelerated	44	51	36		
Number of students tested	52	51	55		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	2	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or above Proficient	86	74	63		
At or above Accelerated	57	63	25		
Number of students tested	28	19	24		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or above Proficient	92	88	67		
At or above Accelerated	56	55	49		
Number of students tested	52	51	55		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There were not state tests for 5th grade during the 2003-04 school year.

Subject: Reading  
Edition/Publication Year: 2007-2008

Grade: 5 Test: Ohio Achievement Test  
Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
<b>SCHOOL SCORES</b>					
At or Above Proficient	92	82	84	78	
At or Above Accelerated	21	33	38	19	
Number of students tested	52	51	55	129	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	2	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or above Proficient	93	74	75	63	
At or Above Accelerated	89	68	21	56	
Number of students tested	28	19	24	43	
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or above Proficient	92	82	84	80	
At or above Accelerated	21	33	38	20	
Number of students tested	52	51	55	127	
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There were no tests for the 5th grade during the 2003-04 school year.

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